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ELEMENTARY ECONOMICS IN SCHOOLS AND COLLEGES.

To secure information on the subject of this note, a circular letter and a blank form of questions were sent to two hundred educational institutions, selected in such manner so as to represent all sections of the United States.

Ninety-one colleges of moderate size were written to, excluding those solely for women, but including many so-called universities. Of these, thirty-nine replied; and in all economics had a place in the courses of study.

The questions were also sent to thirty-five public normal schools and to a large number of high schools. The list of high schools written to included those in all cities (except four) having over 75,000 inhabitants at the census of 1890, and in some of the smaller cities down to 17,000 in population.

The question whether economics was included in the course of study or not, when put to normal and high schools, brought some interesting results. According to the answers to this question, three distinct groups of States appear. The New England States, New York, Pennsylvania, and New Jersey, which I call group I., show a tendency to leave economics to the colleges. The normal schools in this region, as far as heard from, omit the study altogether. Group II. includes the central States, taking in also Missouri and Colorado. Here economics is usually taught in the best high schools and normal schools. Group III. includes all of the old slave States except Missouri and the extreme Western States. The meagre returns from this region give no evidence of any settled custom. The normal schools sometimes have economics, but the high schools rarely. The following tabulation of the answers shows the characteristics of the three groups. The returns from Wisconsin schools are excluded for obvious reasons:—

GROUPS.	NORMAL SCHOOLS.				HIGH SCHOOLS.			
	Written to.	Replied.	Affirmative.	Negative.	Written to.	Replied.	Affirmative.	Negative.
I. The East	10	3	0	3	20	8	5	3
II. Central States	13	7	5	2	28	11	10	1
III. South and Far West . .	12	4	3	1	25	7	4	3
Totals	35	14	8	6	73	26	19	7

Some interesting facts appeared which the table does not tell. The cities whose high schools replied in the negative include one with a population in 1890 of 163,000, two of 88,000, one of 54,000, one of 40,000, and one of 34,000, indicating that the exclusion of economics was not due to lack of proper teachers or books or to any weakness in the schools. In North Dakota economics is included in the course of study prescribed for high schools by the State board. In Wisconsin the good high schools, with but few exceptions, offer economics. So also do all of the seven State normal schools. The four high schools which returned affirmative answers from group III. were in Washington, Jacksonville, Los Angeles, and Louisville,—cities where we might expect characteristics foreign to the section in which they are placed.

The following table is based on the returns received. Three Wisconsin normal schools are included.

The number of weeks' work is on the basis of five recitations a week; but the figures on this point are only approximate, as the returns in some cases were inexact. Three teachers confessed that they had never studied economics before teaching it. Fifteen institutions do little or no work outside of the text-book, and four have no written work except final or term examinations. In very few cases did evidence appear that the work in economics was in any way related to the work in history or political science. Except in large col-

	COLLEGES.	NORMAL SCHOOLS.	HIGH SCHOOLS.
Number of returns received	38	11	19
The instructor:			
Ph.D.	4	0	0
Studied at university	12	3	5
College graduate	18	4	7
Teaches history, civics, and the like . .	18	1	3
Teaches other classes	6	6	9
President	12	2	0
Amount of work:			
Average number of weeks, elementary course	16.1	14.6	18.7
Required	25	10	9
Optional	12	1	9
Advanced work offered	7	1	0
Text-book:			
Walker	21	3	6
Laughlin	0	4	9
Ely	5	2	0
Others	9	2	4
Authors most used for reference:			
Mill	13	3	5
Ely	12	1	3
Adam Smith	8	2	2
Walker	6	1	6
Laughlin	10	2	0
Marshall	8	0	2
Methods:			
Text-book used as basis	30	8	15
Topical method	7	2	4
Written work, over and above exami- nations	28	7	14

leges with many electives the study usually comes in the last year's work after all the history; but there are numerous exceptions to this rule.

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